

Section 6: Social Emotional Development

This domain addresses the Social-Emotional development of the young child. This area lays the foundation for the child's ability to access educational experiences and for future school success. There is no direct correlation to the Kindergarten Curriculum Standards.

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples)	Correlations
SOCIAL AND EMOTIONAL DEVELOPMENT	Social and Emotional	Self Concept	Express comfort and discomfort	Uses specific kinds of cries to signal needs e.g. hunger or wet	
				Is responsive to adult's attempts to comfort, e.g. relaxes when back is gently rubbed	
			Express enjoyment and unhappiness	Uses body to express feelings, e.g. waves arms when a familiar person approaches	
				Conveys desires (e.g. makes vocal protesting noises when not picked up when the infant wants)	
		Self Control	Regulation	Stops crying upon seeing a familiar person	
				Able to calm themselves (e.g. suck on hand before going to sleep)	

Social and Emotional Development 4-8 Months

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples)	Correlations
SOCIAL AND EMOTIONAL DEVELOPMENT	Social and Emotional	Self Concept	Express feelings	Makes responses to express how they feel about what is happening	
				Begins to show awareness of how others are responding	
			Express preferences and interests	Uses sounds, facial expressions, and actions to show preferences	
				Seeks attention from others and shows preference for familiar adults	
		Self Control	Regulation	Looks to a familiar person for a positive nod or encouraging word when encountering new experiences	
				Learns ways to find comfort in new situations	

Social and Emotional Development 8-12 months

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples)	Correlations
SOCIAL AND EMOTIONAL DEVELOPMENT	Social and Emotional	Self Concept	Shows likes and dislikes	Indicates desire for specific items or experiences e.g. reaches for a certain toy.	
				May have strong feelings about what frightens them and might become anxious more easily than before.	
			Pays attention and responds to name and images of themselves	Pays attention to own reflection in the mirror.	
				Responds to hearing name called.	
		Self Control	Tries to manage own behavior in certain situations	Continues to develop and use strategies for coping with stressful situations.	
				Seeks reassurance when trying new or challenging experiences.	
		Cooperation	Demonstrates awareness of others	Begins to watch other children in the group and show interest in their play.	
			Recognizes pictures of family members	Provide family photographs at child's eye level	

Social and Emotional Development 12-18 months

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples)	Correlations
SOCIAL AND EMOTIONAL DEVELOPMENT	Social and Emotional	Self Concept	Shows preferences, likes, and dislikes	Child is ego-centric and view world from the child's point of view, e.g. cries when frustrated that things are not going their way	
				Explores various play materials and shows preference for specific items e.g. music, books, etc.	
			Developing independence	Uses "me, me" and "mine, mine"	
				Insists, "can do."	
		Self Control	Tries to manage own behavior	Responds to verbal requests to alter behavior	
				Stops unacceptable behavior without being reminded	
		Cooperation	May interact with another child for a short period of time	Reaches out to touch another child; may push child who takes a toy away, yet may also offer his toy to another child	

Social and Emotional Development 18-24 months

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples)	Correlations
SOCIAL AND EMOTIONAL DEVELOPMENT	Social and Emotional	Self Concept	Expresses wishes, worries, and fears	Expresses definite preferences for favorite clothing, toys, and rituals for routine activities. Uses "No" frequently	
				Responds to consistent routines and relies on familiar experiences	
			Explores the environment to find out who they are and what they can do	Asserts independence in wanting to do tasks by themselves, yet often asks for help	
				Can make choices between two options, e.g. soup or peanut butter sandwich for lunch	
		Self Control	Tries to manage their own behavior	Experiences feelings of power and pride	
				Tests limits and expectations to find out who is in charge[Note: biting is a common behavior when toddlers feel uncertain about their surroundings and expectations]	
		Cooperation	Watches and plays briefly with other children	Imitates other children with occasional instances of give-and-take	
				With adult supervision toddlers can play side-by-side. At this stage toddlers can be possessive, demanding, and lack understanding of their actions	

Social and Emotional Development 24-30 Months

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples)	Correlations
SOCIAL AND EMOTIONAL DEVELOPMENT	Social and Emotional	Self Concept	Shows an emerging sense of self	Has a growing sense of separateness (e.g. identifies with one's own family members)	
				Exhibits more confident and independent behavior, however, also has conflicting feelings and ideas: e.g. independence and dependence, confidence and doubt, anger and passivity	
			Gaining sense of mastery and achievement	Shows willingness to try new experiences and develop a growing sense of autonomy	
				Repeats a newly gained skill over and over	
			Growing ability to manage own behavior.	Shows beginning awareness of rules, but often forgets social expectations	
				Gains more control over routines and personal belongings	
		Cooperation	Plays beside other children	May have one or more preferred children within a small group of familiar children	
				Enjoys small group activities	
			Can share some pretend play themes	Uses words or actions to ask another child to play with them	

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples)	Correlations
SOCIAL AND EMOTIONAL DEVELOPMENT	Social and Emotional	Self Concept	Growing competence in accomplishments of self care	Handles personal care routines e.g. manages own clothing while toileting; removes coat and cap; hangs coat on hook	
				Proudly shows off new skills such as remembering to flush or taking his napkin to the trash can.	
			Gaining skill in identifying and expressing feelings	Learning to verbally state desires e.g. "I want my toy back."	
				Beginning to understand behaviors that hurt self and others	
		Self Control	Demonstrates emerging ability to manage own behavior	Increasingly eager to please others	
				Able to follow a routine and may develop rituals	
		Cooperation	Shows capacity to play cooperatively with other children	Engages in simple pretend play with other children for brief periods of time	
				Joins another child in play or activity (for a period of 5 to 10 minutes)	
			Responds to other children's feelings.	Beginning to show empathy; looks concerned when another child gets hurt	
				Assists another child having difficulty, e.g. helps child pick up crayons that have spilled	

Social and Emotional Development 3 year olds (36 - 48 Months)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples)	Correlations
SOCIAL AND EMOTIONAL DEVELOPMENT	Social and Emotional	Self Concept- Personal Connections	Shows greater comfort with independence and increased feelings of self-worth	Takes pride in accomplishments, e.g. "Washed hands by myself!" or completing a new puzzle without help Developing a sense of humor; can laugh at self and others when small accidents happen	
			Shows positive self-esteem	Recognizes their own special interests and abilities, e.g. child announces, "I am a scientist because I can figure out how things work!" Has trusting relationship with other children and adults	
			Verbalizes feelings, needs, and wants	Talks to others (including dolls, puppets, imaginary friends) about what they are thinking about and how they feel Continue to use physical ways of expressing themselves when their feelings are intense.	
			Manages own behavior with increasing skill	Gaining new understanding about other people's feelings in order to guide the way	
			Gains control over impulses	Can delay having desires met; e.g. offers to set the timer to indicate when it will be his turn to use the computer Shows empathy and compassion for others	
		Self Control- Feelings about Self	Shows willingness to follow simple rules	Can relate rules verbally although she might lapse into forgetting to follow them at times. Can follow group rules and recognizes when a classmate has not followed the rules	

Social and Emotional Development 3 year olds (36 - 48 Months)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples)	Correlations
SOCIAL AND EMOTIONAL DEVELOPMENT	Social and Emotional	Cooperation- Relationships with others	Engages in cooperative play with other children	Can include give-and-take in their play with others	
				Can sometimes work out problems they encounter during play with others	
			Shows increasing ability to understand the feelings of other children	Is aware of how actions affect others, e.g. finishes painting at the easel and calls waiting child to come	
				Can verbalize how others are feeling, e.g. explains to adult why another child is upset.	
			Shows increasing willingness to work out problems with peers.	More willing to discuss problems and issues to work out solutions	
				Participates in transitions and assists with routines (e.g. helps other children pick up spilled blocks)	
			Is willing to participate in group activities.	Able to accept other's ideas and change their behavior	
				Stays with a task until it is completed	

Social and Emotional Development 4 year olds (48-60 months)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples)	Correlations
SOCIAL AND EMOTIONAL DEVELOPMENT	Social and Emotional	Self Concept- Personal Connections	Uses words and seeks adult help when needed to resolve conflicts	Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers	
				Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property	
				Understands and follows the use of a timer or other device to determine when one child's turn ends and another's begins	
		Cooperation- Relationships with other children	Participates in the group life of the class	Increases abilities to sustain interactions with peers by helping, sharing and discussion	
				Shows progress in developing friendships with peers	
				Develops increasing abilities to give and take in interactions; to take turns in games or to use materials to interact without being overly submissive or directive	

Social and Emotional Development 4 year olds (48-60 months)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples)	Correlations
SOCIAL AND EMOTIONAL DEVELOPMENT	Social and Emotional	Self Control- Feelings about self	Demonstrates self confidence	Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences	
				Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments	
		Self Control- Feelings about others	Follows simple classroom rules and routines and uses classroom materials carefully	Shows a friend where to put blocks on the shelf during cleanup time	
				Knows to go to the book corner after snack	
			Shows empathy and caring for others	Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions	
				Progresses in responding sympathetically to peers who are in need, upset, hurt or angry; and in expressing empathy or caring for others	
				Responds positively to other's ideas	

Social and Emotional Development 4 year olds (48-60 months)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples)	Correlations
SOCIAL AND EMOTIONAL DEVELOPMENT	Social and Emotional	Approaches to Learning	Shows eagerness and curiosity as a learner.	Shows interest in how water makes the wheel turn at the water table	
				Asks how the caterpillar can live in the cocoon with no food or water	
				Discusses with another child why the paint turned brown after the brush was used for several different colors	
			Shows some self direction	Finds materials with which to work, such as scissors, tape, and markers for acting on an idea or desire	
				Chooses one activity out of several and becomes engaged in it.	
			Attends to task and seeks help when encountering a problem	Accepts help from the teacher when putting together a puzzle	
				Tries to engage the zipper on their coat over and over again until they can do it alone	
				Accepts teacher or peer suggestions for solving a problem	
			Approaches tasks with flexibility and inventiveness	Plays role assigned by peer when playing in dramatic play center	
				Experiments with paint brush to find ways to keep the paint from dripping.	
				Tries to staple pieces of paper together after unsuccessfully trying to tape them together	